

Taylor's Elementary

809 Reid School Rd.

Taylor's, SC 29687

Grades	K-5 Elementary School	
Enrollment	640 Students	
Principal	Vaughan E. Overman	864-292-7655
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor's	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	47	19	0	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Excellent	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

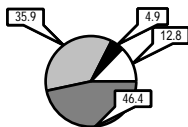
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

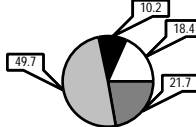
91.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

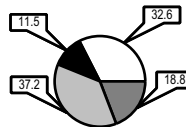
English/Language Arts



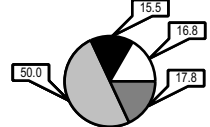
Mathematics



Science

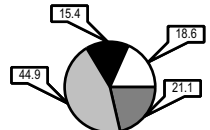
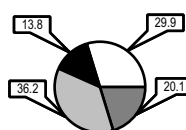
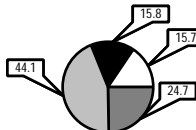
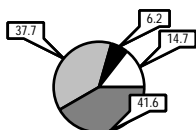


Social Studies



Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	332	100.0	12.8	35.9	46.4	4.9	60.5	Yes	Yes
Gender									
Male	177	100.0	14.6	40.5	41.1	3.8	53.2		
Female	155	100.0	11.0	30.8	52.1	6.2	68.5		
Racial/Ethnic Group									
White	223	100.0	8.3	34.6	50.2	6.8	66.8	Yes	Yes
African American	86	100.0	21.8	39.7	38.5	0.0	47.4	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	25.0	37.5	31.3	6.3	43.8	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	290	100.0	10.6	36.2	47.9	5.3	63.0		
Disabled	42	100.0	28.2	33.3	35.9	2.6	43.6	I/S	Yes
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	331	100.0	12.9	35.6	46.5	5.0	60.7		
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	324	100.0	11.8	36.0	47.1	5.1	61.6		
Socio-Economic Status									
Subsidized meals	132	100.0	23.5	42.0	32.8	1.7	42.0	Yes	Yes
Full-pay meals	200	100.0	5.9	31.9	55.1	7.0	72.4		

Mathematics – State Performance Objective = 36.7%									
All Students	332	99.7	18.4	49.7	21.7	10.2	51.0	Yes	Yes
Gender									
Male	177	99.4	19.0	44.3	22.2	14.6	53.8		
Female	155	100.0	17.8	55.5	21.2	5.5	47.9		
Racial/Ethnic Group									
White	223	100.0	12.2	47.3	26.3	14.1	58.5	Yes	Yes
African American	86	98.8	33.3	53.8	11.5	1.3	32.1	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	25.0	50.0	18.8	6.3	50.0	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	290	100.0	16.2	50.6	23.0	10.2	53.2		
Disabled	42	97.6	33.3	43.6	12.8	10.3	35.9	I/S	Yes
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	331	99.7	18.2	49.8	21.8	10.2	51.2		
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	324	99.7	18.2	49.5	21.9	10.4	51.2		
Socio-Economic Status									
Subsidized meals	132	100.0	31.1	52.1	14.3	2.5	32.8	No	Yes
Full-pay meals	200	99.5	10.3	48.1	26.5	15.1	62.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	332	99.4	32.3	37.3	18.8	11.6	30.4
Gender							
Male	177	99.4	34.8	32.3	17.1	15.8	32.9
Female	155	99.4	29.7	42.8	20.7	6.9	27.6
Racial/Ethnic Group							
White	223	99.6	24.0	35.3	24.5	16.2	40.7
African American	86	98.8	50.0	42.3	7.7	0.0	7.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	50.0	31.3	6.3	12.5	18.8
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	290	99.7	30.3	38.3	19.3	12.1	31.4
Disabled	42	97.6	46.2	30.8	15.4	7.7	23.1
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	331	99.4	32.5	37.1	18.9	11.6	30.5
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	324	99.4	31.8	37.2	19.3	11.8	31.1
Socio-Economic Status							
Subsidized meals	132	100.0	48.7	33.6	12.6	5.0	17.6
Full-pay meals	200	99.0	21.7	39.7	22.8	15.8	38.6

Social Studies							
All Students	331	99.7	16.5	50.2	17.8	15.5	33.3
Gender							
Male	177	99.4	18.4	45.6	19.0	17.1	36.1
Female	154	100.0	14.5	55.2	16.6	13.8	30.3
Racial/Ethnic Group							
White	223	100.0	12.7	45.9	22.4	19.0	41.5
African American	85	98.8	23.4	61.0	7.8	7.8	15.6
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	31.3	56.3	0.0	12.5	12.5
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	289	100.0	14.4	50.0	18.9	16.7	35.6
Disabled	42	97.6	30.8	51.3	10.3	7.7	17.9
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	330	99.7	16.6	50.0	17.9	15.6	33.4
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	323	99.7	15.9	50.0	18.2	15.9	34.1
Socio-Economic Status							
Subsidized meals	131	100.0	24.6	58.5	11.9	5.1	16.9
Full-pay meals	200	99.5	11.4	44.9	21.6	22.2	43.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	113	100.0	3.7	19.4	56.5	20.4	76.9
	4	116	100.0	13.5	45.9	33.3	7.2	40.5
	5	122	100.0	19.5	55.9	24.6	N/A	24.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	100.0	6.1	23.2	59.8	11.0	70.7
	4	120	100.0	16.5	35.8	44.0	3.7	47.7
	5	121	100.0	14.2	45.1	38.9	1.8	40.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	113	100.0	9.3	35.2	42.6	13.0	55.6
	4	116	100.0	22.5	45.9	22.5	9.0	31.5
	5	122	100.0	22.0	44.9	18.6	14.4	33.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	100.0	8.5	68.3	14.6	8.5	23.2
	4	120	100.0	22.0	35.8	29.4	12.8	42.2
	5	121	99.2	22.1	49.6	19.5	8.8	28.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	91	98.9	28.4	48.1	17.3	6.2	23.5
	4	120	100.0	32.1	33.0	20.2	14.7	34.9
	5	121	99.2	35.4	33.6	18.6	12.4	31.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	91	100.0	8.5	57.3	19.5	14.6	34.1
	4	120	100.0	13.8	45.9	20.2	20.2	40.4
	5	120	99.2	25.0	49.1	14.3	11.6	25.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 640)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.6%	Down from 3.9%	2.5%	3.0%
Attendance rate	96.0%	Down from 96.7%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.4%	Down from 3.7%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.8%	Down from 3.4%	2.7%	3.2%
Eligible for gifted and talented	21.0%	Down from 29.1%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.0%	Down from 10.1%	7.7%	8.2%
Older than usual for grade	1.3%	Up from 0.6%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	59.0%	Up from 48.7%	54.0%	52.6%
Continuing contract teachers	76.9%	Down from 89.7%	84.6%	83.3%
Highly qualified teachers	94.9%	Up from 94.4%	93.8%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	88.7%	Down from 90.5%	88.4%	87.0%
Teacher attendance rate	95.3%	Down from 96.4%	94.9%	95.0%
Average teacher salary	\$44,437	Up 3.2%	\$42,743	\$41,703
Prof. development days/teacher	14.8 days	Up from 11.1 days	12.1 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	5.5	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 21.1 to 1	19.8 to 1	18.8 to 1
Prime instructional time	89.3%	Down from 92.0%	90.2%	89.8%
Dollars spent per pupil*	\$5,341	Up 11.8%	\$5,779	\$6,242
Percent of expenditures for teacher salaries*	68.4%	Down from 69.3%	66.8%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Stakeholders in our school community, including SIC, PTA Executive Board, Curriculum Council and School Leadership Team identified three Performance Goals for our Strategic Action Plan. In alignment with the Greenville County School District Education Plan, targeted goals are: To increase the percent of students scoring proficient and advanced on PACT Math, English/ Language Arts, Science and Social Studies in grades 3, 4 and 5 by 2007 to at least 36.7% per Annual Yearly Progress (AYP) objective; To increase highly qualified and specialized personnel to 100% by 2005-2006 (to meet the requirements of NCLB) and maintain 100% through 2006-2007; and To enhance parental involvement in activities related to curriculum standards from 8,856 hours in 2002-2003 to 10,250 hours in 2006-2007.

Taylors Elementary School continues to exceed the district and state averages in all areas of testing on the ITBS and the PACT. Tutoring is provided for all students who show weaknesses on any area of PACT. Our Extended Day Program reinforces South Carolina Academic Learning Standards. For the fifth consecutive year, each teacher has developed a class syllabus to ensure all curriculum standards are taught during the academic year. Programs offered this year for our school community included: Coffee Chats and Dessert Dialogues with our principal, Bridging the Gap to Middle School, PACT Pointers for Parents, along with Reading Rules and Math Matters. PTA and SIC worked together to host our second Silent Auction. Our PTA has received numerous state awards for parental involvement and our curriculum based programs, including Outstanding Unit and Parent Involvement Program of the Year. Our PTA has also received the National PTA Parent Involvement Schools of Excellence certification. SIC was honored to be a Level II Applicant for the Dick and Tunky Riley Award.

Our Strategic Plan remains an integral part of school life as stakeholders remain focused on a data-driven and research-based framework for enhancing student achievement. Construction is to be completed on our new school facility in Summer 2006.

The principal is Vaughan E. Overman and the 2004-2005 SIC Chair was Paula Hutchison.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	97	40
Percent satisfied with learning environment	95.2%	100.0%	84.6%
Percent satisfied with social and physical environment	95.2%	97.9%	95.0%
Percent satisfied with school-home relations	95.3%	97.9%	87.2%

*Only students at the highest elementary school grade level at this school and their parents were included.